

Course Outline English 150

ENGLISH 150 (13) Winter 2004

LOOKING FOR WEBCT? "Sign in" page is at

<http://deserv3.camosun.bc.ca:8950/webct/public/home.pl>

NB: All assignments must be completed to pass this course. 100% attendance is expected.

Instructor: Barb Latham Office: Paul 322 Phone: 370-3345

Email: latham@camosun.bc.ca M & W 8:30 to 10:00 Fisher 206

My Office Hours: M & W before and after class, or by appointment

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Webct Resources Supplementary Assistance Grading System

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TEXTBOOKS:

Buckley, Joanne. Checkmate. Canada: Nelson's. 2003. See

<http://www.checkmate.nelson.com/> I will also use

<http://www.dianahacker.com/writersref> and <http://www.dianahacker.com/resdoc>

Flachmann et al. Reader's Choice 4th Canadian edition. Toronto: Prentice

Hall, 2004

<http://www.pearsoned.ca/flachmann>

ON RESERVE:

Kiniry, Malcolm & Mike Rose, ed. Critical Strategies for Academic Thinking and

Writing. 3rd ed. Boston: St. Martin's Press, 1998. (3 copies)

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Calendar Description: English 150 (3.0) English Composition

This course centers on generating, organizing and expressing ideas in clear and effective written prose. Instruction and practice in writing

college-level expository prose, based on appropriate models, form the core.

Finished assignments total 4000-4500 words.

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CORE LEARNING OBJECTIVES for ENGLISH 150

Students will learn to:

- write expository prose for various purposes and audiences
- develop a mature writing process which may include prewriting, planning, drafting, conferring, revising, and editing/proofing.
- select and use rhetorical patterns purposefully
- write correct, clear, cohesive and effective English
- vary style purposefully through manipulating sentence rhythms, sentence variety, vocabulary, and figurative language.
- read mature expository and persuasive prose by student and professional writers
- vary their reading approach for different purposes
- analyze expository and persuasive prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style
- summarize expository prose in one's own words to reflect coherently the ideas, organization and tone of the original
- research topics for expository papers
- use a variety of sources, which may include personal knowledge, interview, print, and other media
- choose to summarize, paraphrase, or directly quote from sources
- integrate the results of research into expository papers
- document sources fully and ethically, according to specified bibliographic conventions (Approved EdCo May 2003)

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COURSE CONTENT:

This course emphasizes common patterns of thinking and writing: summary, comparison, definition, classification and analysis. This curriculum provides you with experience in using these patterns in your essay writing. You will identify these approaches as you read essays on various subjects. Additionally, you will complete informal writing in a Response Journal.

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COURSE GOALS:

This course is designed to give students practice in writing academic essays.

Students will compose essays using academic conventions of evidence. These essays require the student to develop a clearly stated thesis on a single topic; support it with appropriate examples, documentation, or illustrations; and come to a conclusion about the topic. The student must choose a subject, write a first draft, and prepare a final essay.

Students will express their emerging thoughts in a Response Journal.

Students will develop small group communication skills. This will involve assisting group members accomplish a goal effectively by bringing to the group well thought out ideas; a willingness to support and summarize others ideas; and a belief that differences can be resolved. Providing feedback and clarifying one's own ideas will be required. Asking key questions will be encouraged.

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COURSE STRUCTURE:

Each week consists of two 1.5 hour blocks. Each class will require preparation and participation. An integral part of your preparation will be a Response Journal. It will be the centre of your first responses to thinking and writing about a reading. Equally important is the expectation of your bringing writing plans and rough drafts to class for peer discussion.

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RESPONSE JOURNALS

All 6 assignments must be completed to pass this course.

Your Response Journal is part of your preparation for class and class participation from start to finish. You will submit 2 Journals. Your preparation involves writing in response to assigned readings. The second source of content for the Response Journal is class exercises. Finally, your rough drafts for all your essays should be kept in your Journal. Naturally the writing in your Journal will be speculative and unpolished.

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SIGNIFICANT DATES:

Beginning of classes: Monday January 5th 2004

Reading Break: Feb 12-13

College Closed: Feb 13

Last day to withdraw without academic penalty: Monday March 8th

Last day of classes: April 8th 2004

NB: All assignments must be completed to pass this course. 100% attendance is expected; attendance is recorded.

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SUPPLEMENTARY ASSISTANCE:

1. For "typing" essays, use the College computers throughout the basement of the Ewing building.

2. For tutorial assistance with rough drafts make appointments with the English Writing Centre

3. Useful MLA documentation conventions on-line are found at the following University of Wisconsin url:

<http://www.wisc.edu/writing/Handbook/Documentation.html>

4. To do significant research online you are expected to go beyond GOOGLE. Plan to use EBSCO HOST and other online data banks, (identified here). They are available in the college library, and at home, via your student card access code. GOOGLE sources are of limited academic use.

5. For useful, brief audio files on writing, listen to Debbie Gascoyne discuss writing. These files are available in LINKS on the English Department

Homepage.

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ARTS & SCIENCE/ENGLISH DEPARTMENT GRADING SYSTEM:

A+=95-100... B+=80-84... C+=65-69...

A = 90-94 B = 75-79 C=60-64

A-= 85-89 B-= 70-74 D=50-59

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ASSIGNMENTS: All 7 assignments must be completed to pass this course.

Assignment Week Due Date Due Points Length in Words

Introductory Week 1 600 minimum

#1 Summary Week 4 15 minimum 135

Journal #1 Week 6 10

#2 Comparison Week 7 20 minimum 1200

#3 Definition Week 10 20 minimum 1500

#4 Analysis Week 14 25 minimum 1600

Journal #2 Week 13 10

PROBLEMS WITH DEADLINES: READ THE FINE PRINT PLEASE

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE. Late submission of

papers and journals will be penalized one point per day. E.G. if you hand in an essay one day later than expected you will receive 13 out of 20 instead of 14. Requests for extensions will not normally be granted. At any rate, you must request them prior to the due date. No assignments will be accepted later than 5 days after the due date without prior discussion with me. Phone my work phone number (370-3345) any time of the day or night to leave a message asking for an extension; email me in webct email, or leave a request in writing at my office. Also, note well that **NO** assignments will be accepted from students who miss more than 25% (or more than 7) classes. Under **NO** circumstances will **BATCHES** (2 or more) of assignments be accepted. If you have "a friend" deliver an essay to me, you are **STILL** responsible for my receiving it. If your friend fails to deliver it to me, your essay is **STILL LATE** and you are responsible for producing another copy of it. Plagiarism is Academic Misconduct. See the Camosun College Calendar for the definition of plagiarism at the College. See the College Calendar for penalties that may occur. The greatest penalty is your own loss of self-respect.

ATTENDANCE:

Attendance will be recorded. It is your responsibility to catch up on work missed in class. This will be difficult without the help of a classmate since group work will be substantial. Please plan ahead to ensure your 100% attendance. Finally, note well that assignments will not be accepted from students who miss more than 25% (or more than 7) classes.

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GROUP DYNAMICS: Thanks to Alverno College, Milwaukee, for these guidelines.

TASK ORIENTED GROUP BEHAVIOURS

These behaviours keep the group going

LEADING BEHAVIOR: Helps lead the group by showing persistence in task-directed activities. Initiates discussion, tries to keep the members on the "right track": proposes goals and tasks to stimulate action within the

group and facilitates movement toward the group's goal.

REINFORCING BEHAVIOR: Is encouraging and supportive to group members; demonstrates openness and acceptance of other members' ideas; gives recognition for contribution; encourages participation from all group members. These characteristics can be demonstrated verbally or nonverbally.

INFORMATION/OPINION SEEKING/GIVING BEHAVIOR: Asks other members for information or elaboration in order to clarify their ideas. Offers data or elaboration in order to clarify her position related to the task.

SUMMARIZING BEHAVIOR: Restates major point of view and content that have been discussed up until that point.

CLOSURE BEHAVIOR: Reaches consensus on completion of task and makes plans for any further meetings.

MEDIATING BEHAVIOR: Persuades members to constructively analyze differences of opinion; searches for common elements; attempts to alleviate disagreement; is willing to compromise one's ideas for the accomplishment of the group's task.

BLOCKING BEHAVIORS These behaviours stop the group's progress:

ATTACKING BEHAVIOR: Verbal or nonverbal behavior which is perceived to be hostile or derogatory by other group members.

DOMINATING BEHAVIOR: One person takes power in a group which is not assigned or delegated by the other group members or predetermined by outside authority or status. The dominator tends to be the loudest, most frequent speaker and often interrupts others to make a point.

INTERFERING BEHAVIOR: Any verbal or nonverbal behavior which distracts the group members from the task at hand. These behaviors may be expressed pleasantly (i.e. joke telling) or unpleasantly (i.e. pencil tapping).

WITHDRAWING BEHAVIOR: Whether motivated by anger, boredom or some other emotion, a member stops participating in the group process in a way that is obvious to the other members of the group.

BEING DEFENSIVE: Overreacting to another member's challenge of one's statements. The negative extreme of advocating behavior.

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Week By Week Through English 150

Week By Week Jan to April 2004

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Week 1 Week 2 Week 3 Week 4 Week 5

Week 6 Week 7 Week 8 Week 9 Week 10

Week 11 Week 12 Week 13 Week 14

WEEK ONE - Introductions (Monday Jan 5)

First Class: The course outline and meeting your classmates, and learning their names.

Second Class: Keeping a Response Journal: Using the Journal Guide.

The following homework is due the first class next week: January 12. Write a 600 word essay about your own English writing and learning experience. Make the essay as long as you can without going off the topic. Give detailed examples. Hand it in in the next class.

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WEEK TWO - Summary Homework due in class (Jan 12-14)

First Class: Writing a Summary. Prepare in your Journal "Why We Crave Hot Stuff" by Trina McQueen (Flachmann 370). See Buckley page 348 for doing summaries.

Second Class: Quoting using MLA/APA documentation conventions

MLA in-text citing of quotations and summaries (Buckley 351)

Creating the Works Cited Page: MLA (Buckley 409)

Signal Phrases (Buckley 356-8)

Sample MLA manuscript and essay (Buckley 409)

Sample APA manuscript and essay (Hacker online

http://www.dianahacker.com/resdoc/social_sciences/sample.html)

Sample MLA Essay (Flachmann 481)

Sample APA Essay (Flachmann 490)

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WEEK THREE - Summary (January 19-21)

First Class: Adding your opinion about the writer's thesis or evidence.

Second Class: Using an online educational program: Webct. Come directly to the Computer Lab Ewing Bldg Room xxx in the basement. Bring a disc. Ensure you have a Camosun account set up before class. This account will provide you with a Camosun login, something like "Vangrit01". For Webct your login and password are different. Your webct login is (your student number) and temporary password is (changeme). See Webct Orientation and the web site/Bulletin Board for the required exercises.

<http://deserv3.camosun.bc.ca:8950/webct/public/home.pl> is the webct website.

WEEK FOUR - Using Examples (Jan 26-28)

Summary Assignment Due this week in Webct as an attachment by midnight Monday

night.

First Class: Prepare for today "Why Blacks Get Mad" by Cecil Foster (Flachmann 150)

Second Class: Writing examples: sentences, difficult concepts, and a personal want ad.

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WEEK FIVE - Comparison (Feb 2-4)

First Class: Understanding options in comparisons. Do Journal Prep "Politics of Muscle" by Steinem (284)

Second Class: Writing comparisons using point by point.

WEEK SIX - Comparison and Metaphor (Feb 9-11)

Journal #1 Due on Wednesday in class.

First Class: Comparison essay plan due. Prepare "Opera Night in Canada" by Michael McKinley (293).

Second Class: Metaphors. Class Work using "Stephen King's "Why We Crave Horror Movies (364) and David Foot "Boomers Dance to a New Beat" (232) Using inclusive language; watching antecedent agreement. (See Checkmate,too)

WEEK SEVEN - Using definitions (Feb 16-18))

Comparison essay due Wednesday

First Class Come directly to the Library on Wednesday to learn to use several online data banks, EBSCO HOST, and the Advanced Search in Google: <http://www.google.com>

Second Class: Strategies for definition: Class work:Shield's Larry's Party

WEEK EIGHT - Definition (Feb 23-25)

First Class Prepare Bissoondath's "Religious Faith Versus Spirituality (307). Writing about difficult concepts, again.

Second Class: Writing Introductions and Conclusions. Thesis statements for definition essays (Buckley 15). Choosing your topic.

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WEEK NINE - Definition (March 1-3)

First Class: "How Not To Plagiarize". Use the ellipsis mark and square brackets []. (See Buckley 194-195).

Second Class: Plan of definition essay due.

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WEEK TEN - Classification (March 8-10)

Definition Essay Due Wednesday

First Class: Avoiding wordiness (See Buckley 247)

First Class: Using Kellogg's Theory of Classifying Children's Art

WEEK ELEVEN - Analysis (March 15-17)

First Class: Understanding analysis using perspectives, theories and models. Prepare Barbara Ehrenreich's "Ecstasy of War" (Flachmann 480)

Second Class: Choosing your Essay Topic

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WEEK TWELVE - Using Research (March 22-24)

First Class: Choosing a theory; applying parts of a theory to unanalyzed

material.

Second Class: Analyze Wagner's essay. The body of the essay in analysis.

Use active verbs; avoid passive constructions. (Buckley 263)

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WEEK THIRTEEN - Revisions (March 29-31)

Journal #2 due

First Class: Plan of analysis essay due. Using research effectively in analysis: documentation issues.

Second Class: Class work using The Collector. Doing the analysis: some trouble spots.

WEEK FOURTEEN - The Final Editing (April 5-7))

Analysis Essay Due

First Class: Final edit.

Second Class: Essay due